

DENMARK-OLAR ELEMENTARY

1459 Sol Blatt Blvd.
Denmark, South Carolina 29042

GRADES PK-5 Elementary School

ENROLLMENT 487 Students

PRINCIPAL Thelma F. Sojourner 803-793-3112

SUPERINTENDENT Dr. Watson Cleckley 803-793-3346

BOARD CHAIR Mrs. Willette Williams 803-793-4597

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	6	30	41	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 6 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

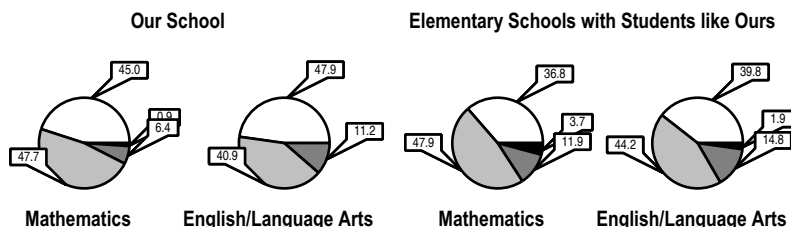
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	27	0	33
Percent satisfied with learning environment	72.0%	N/R	72.7%
Percent satisfied with social and physical environment	80.0%	N/R	69.7%
Percent satisfied with home-school relations	44.0%	N/R	62.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	240	97.5	47.9	40.9	11.2	N/A	11.2	17.6
Gender								
Male	111	98.2	58.0	33.0	9.0	N/A	9.0	17.6
Female	129	96.9	39.1	47.8	13.0	N/A	13.0	17.6
Racial/Ethnic Group								
White	4	75.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	235	97.9	47.2	41.5	11.3	N/A	11.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	195	99.0	40.6	45.7	13.7	N/A	13.7	17.6
Disabled	45	91.1	80.0	20.0	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	240	97.5	47.9	40.9	11.2	N/A	11.2	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	239	97.5	47.4	41.2	11.4	N/A	11.4	17.6
Socio-Economic Status								
Subsidized meals	N/A	0.0	49.8	40.9	9.4	N/A	9.4	17.6
Full-pay meals	N/A	0.0	16.7	41.7	41.7	N/A	41.7	17.6

Mathematics								
All students	240	98.8	45.0	47.7	6.4	0.9	7.3	15.5
Gender								
Male	111	99.1	45.5	45.5	7.9	1.0	8.9	15.5
Female	129	98.4	44.4	49.6	5.1	0.9	6.0	15.5
Racial/Ethnic Group								
White	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	235	98.7	44.9	47.7	6.5	0.9	7.5	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	195	99.5	39.2	52.3	7.4	1.1	8.5	15.5
Disabled	45	95.6	69.0	28.6	2.4	N/A	2.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	240	98.8	45.0	47.7	6.4	0.9	7.3	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	239	98.7	44.4	48.1	6.5	0.9	7.5	15.5
Socio-Economic Status								
Subsidized meals	N/A	0.0	46.6	48.1	4.4	1.0	5.3	15.5
Full-pay meals	N/A	0.0	16.7	41.7	41.7	N/A	41.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	76	N/A	34.2	47.9	17.8	N/A	17.8
	Grade 4	78	N/A	37.7	51.9	10.4	N/A	10.4
	Grade 5	63	N/A	43.3	46.7	10.0	N/A	10.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	82	96.3	48.6	35.1	16.2	N/A	16.2
	Grade 4	77	98.7	40.3	47.8	11.9	N/A	11.9
	Grade 5	81	97.5	54.1	40.5	5.4	N/A	5.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	76	N/A	45.3	50.7	4.0	N/A	4.0
	Grade 4	78	N/A	34.2	52.6	9.2	3.9	13.2
	Grade 5	63	N/A	59.3	35.6	3.4	1.7	5.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	82	98.8	50.0	47.4	2.6	N/A	2.6
	Grade 4	77	100.0	32.4	57.4	8.8	1.5	10.3
	Grade 5	81	97.5	51.4	39.2	8.1	1.4	9.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 487)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.9%	Up from 1.5%	2.4%	2.4%
Attendance rate	96.1%	Down from 96.4%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.5%	Down from 7.7%	4.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.7%	Up from 4.8%	8.2%	8.0%
Older than usual for grade	2.1%	Up from 1.6%	3.1%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	22.2%	Down from 24.5%	46.5%	50.0%
Continuing contract teachers	84.4%	Up from 73.5%	77.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.0%	Up from 82.6%	79.3%	86.2%
Teacher attendance rate	N/R	N/R	95.3%	95.3%
Average teacher salary	\$33,980	Up 3.5%	\$37,847	\$39,909
Prof. development days/teacher	12.6 days	Up from 12.0 days	13.5 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio	13.9 to 1	Down from 14.6 to 1	17.1 to 1	18.9 to 1
Prime instructional time	N/R	N/R	88.8%	89.7%
Dollars spent per pupil*	\$7,397	Up 11.5%	\$6,854	\$5,892
Percent spent on teacher salaries*	58.9%	Down from 63.0%	63.0%	66.6%
Opportunities in the arts	Poor	Down from Fair	Good	Good
Parents attending conferences	88.8%	Down from 98.6%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This year has been very interesting and exciting at Denmark-Olar Elementary School. Our commitment began with recognizing and acknowledging that each child comes to school to learn, and that it is incumbent upon the administration, faculty and staff to ensure that each student meets State Standards. Our goals, for 2002-2003 were to improve student performance on the PACT, improve student overall performance in each subject area, improve parent and community relations and improve school climate.

The administration, faculty, staff and students worked extremely hard to accomplish our goals. Mrs. Deloris Davis (4th grade) served as Teacher of the Year. Fourteen teachers were enrolled in the SC Reads Class and all teachers K-5 completed district and school level staff development which included training in Writing, Technology and PACT Math/Reading Curriculum Standards. This school year, 14 teachers were recognized for outstanding or perfect attendance. The Full- Day Pre-School Program was offered to all students who met state requirements. Twenty-one students were recognized for having their writings published through the Salkehatchie Writing Project and five students were recognized for outstanding art work. All students K - 3rd grade were offered Japanese language and culture for half a semester. Instructional class nights and Family Math and Science classes were held for parents K-5. Extended Day and After School Programs were offered to students grades 1-5. Twelve students attended the Young Writers Conference. Teachers selected over 2,000 additional books for their classrooms and more than 250 new books were added to the Library.

We are quite proud of our success for this year and we acknowledge that we must continue to strive hard. We must provide instruction that ensures the greatest use of instructional time. We must screen and assess all students' skill-levels for reading and math and provide ongoing assessment for mastery of standards. We anticipate the adoption of a comprehensive, research-based, balanced reading program and we must provide extensive professional development that supports core areas. We must explore additional techniques and methods for improving our PACT Scores and increasing the number of students scoring advanced and proficient.

We encourage parents to become active participants in the education of their children. We welcome volunteers and insist that parents visit any time.

Thelma F. Sojourner, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.